



KentuckyHistoricalSociety

TORN WITHIN & THREATENED WITHOUT

KENTUCKIANS IN THE CIVIL WAR ERA



Pre-Visit Activity

High School U.S. History

Introductory Video and Document Analysis

Overview:

The HistoryMobile learning experience consists of pre-visit, visit, and post-visit activities that address ACT Quality Core standards and Kentucky's Core Academic Standards. The experience is designed to reinforce prior learning and help prepare students for U.S. History End-of-Course (EOC) assessments. This pre-visit activity includes an introductory video and document analysis exercise.

About the Exhibition: The HistoryMobile exhibit "Torn Within and Threatened Without: Kentuckians and the Civil War Era" features eight Kentuckians ranging from the famous to the everyday citizen. Through personal recollections, primary sources, authentic artifacts and touch-screen activities, students can learn critical thinking strategies and explore the difficult decisions Kentuckians faced during the Civil War. Each story highlights the importance of individual choice as a major factor in shaping Kentucky history.

Time Required:

1 Hour

Essential Resources:

- Multimedia display with internet access
- [Introductory Video](#) (Click to Access)
- Primary Source Letter Excerpts: [Stephen F. Hale to Governor Beriah Magoffin. Dec. 27, 1860](#)
- [SOAPstone Document Analysis Worksheet](#)

Standards Addressed:

ACT Quality Core for U.S. History

- A. Exploring the Skills and Strategies Underlying U.S. History
 1. Process Objectives

- Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding
- Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms
- Analyze and evaluate historical sources and interpretations (e.g., credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation)
- Compose an analytical, historical essay containing a thesis, supporting evidence, and a conclusion
- Analyze how the past influences the lives of individuals and the development of societies

B. Building a Nation

2. Antebellum America

- Identify and evaluate the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period

3. Civil War and Reconstruction

- Identify and analyze the technological, social, and strategic aspects of the Civil War

Kentucky Core Academic Standards (2010)

SS-H-HP-U

High School Skills and Concepts

Students will:

- demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data)
 - investigate and analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (world civilizations, U.S. history)
 - examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)
- research issues or interpret accounts of historical events in U.S. history using primary and secondary sources (e.g., biographies, films, periodicals, Internet resources, textbooks, artifacts)

Activities:

1. Students Watch and Discuss HistoryMobile Introductory Video (20-30 minutes)

i. Discussion Questions for *First Viewing of Video*:

1) *Describe:*

1. How would you describe art in the video?
2. What characters stood out to you?

2) *Analyze:*

1. What themes can you identify in the video?
2. What choices did the characters face?

3) *Interpret:*

1. What is the main idea of the video?
2. What does the video suggest about life in Kentucky during the Civil War?

ii. Discussion Questions for *Second Viewing of Video*:

1) *Describe:*

1. What new things did you notice in watching the video a second time?

2) *Analyze:*

1. Is the video a primary or secondary source?
2. Does the video seem like a credible source?

3) *Interpret:*

1. Why were Kentuckians so divided?
2. Why are choices so important?

2. Students read and analyze letter excerpts: [Stephen F. Hale to Governor Beriah Magoffin, Dec. 27, 1860](#)

- a. Students take 15 minutes to read the letter.
- b. Students take 20 minutes to complete the [SOAPstone Document Analysis Worksheet](#)
- c. Class discussion of primary source letter:
 - i. Discussion questions:
 1. Why did Stephen S. Hale write his letter? What is the context?
 2. Hale often uses the word “property” in his letter. What is he referring to?
 3. What are Hale’s views on the federal government?
 4. What choice is he asking Kentucky to make?
 5. What is the tone of Hale’s letter?



Excerpts of Letter from Stephen F. Hale to Governor Beriah Magoffin

December 27, 1860

His Excellency B. Magoffin,

Governor of the Commonwealth of Kentucky:

I have the honor of placing in your hands herewith, a Commission from the Governor of the State of Alabama, accrediting me as a Commissioner from that State to the sovereign State of Kentucky, to consult in reference to the momentous issues now pending between the Northern and Southern States of this Confederacy...

...I come, then, in a spirit of fraternity, as the Commissioner on the part of the State of Alabama, to confer with the authorities of this Commonwealth, in reference to the infraction of our Constitutional rights, wrongs done and threatened to be done, as well as the mode and measure of redress proper to be adopted by the sovereign States aggrieved, to preserve their sovereignty, vindicate their rights and protect their citizens. In order to a clear understanding of the appropriate remedy, it may be proper to consider the rights and duties, both of the State and citizen, under the Federal Compact, as well as the wrongs done and threatened...

...At the time of the adoption of the Federal Constitution, African slavery existed in twelve of the thirteen States. Slaves are recognized as property, and as a basis of political power, by the Federal Compact, and special provisions are made by that instrument for their protection as property. Under the influences of climate, and other causes, slavery has been banished from the Northern States, the slaves themselves have been sent to the Southern States, and there sold, and their price gone into the pockets of their former owners at the North. And in the meantime, African Slavery has not only become one of the fixed domestic institutions of the Southern States, but forms an important element of their political power, and constitutes the most valuable species of their property -- worth, according to recent estimates, not less than four thousand millions of dollars; forming, in fact, the basis upon which rests the prosperity and wealth of most of these States, and supplying the commerce of the world with its richest freights, and furnishing the manufactories of two continents with the raw material, and their operatives with bread. It is upon this gigantic interest, this peculiar institution of the South, that the Northern States and their people have been waging an unrelenting and fanatical war for the last quarter of a century. An institution with which is bound up, not only the wealth and prosperity of the Southern people, but their very existence as a political community.

...This war has been waged in every way that human ingenuity, urged on by fanaticism, could suggest. They attack us through their literature, in their schools, from the hustings, in their legislative halls, through the public press, and even their courts of justice forget the purity of their judicial ermine, to strike down the rights of the Southern slave-holder, and over-ride every barrier which the Constitution has erected for his protection; and the sacred desk is desecrated to

this unholy crusade against our lives, our property, and the Constitutional rights guaranteed to us by the Compact of our Fathers...

...Who can look upon such a picture without a shudder? What Southern man, be he slave-holder or non-slave-holder, can without indignation and horror contemplate the triumph of negro equality, and see his own sons and daughters, in the not distant future, associating with free negroes upon terms of political and social equality, and the white man stripped, by the Heaven-daring hand of fanaticism of that title to superiority over the black race which God himself has bestowed?... Can Southern men submit to such degradation and ruin? God forbid that they should...

...Then, is it not time we should be up and doing, like men who know their rights and dare maintain them? To whom shall the people of the Southern States look for the protection of their rights, interests and honor? We answer, to their own sons and their respective States...

...Will the South give up the institution of slavery, and consent that her citizens be stripped of their property, her civilization destroyed, the whole land laid waste by fire and sword? It is impossible; she can not, she will not. Then why attempt any longer to hold together hostile States under the stipulations of a violated Constitution? It is impossible; disunion is inevitable...

...The deliberate judgment of Alabama, as indicated by the Joint Resolutions of her General Assembly, approved February 24, 1860, is, that prudence, patriotism, and loyalty to all the great principles of civil liberty incorporated in our Constitution, and consecrated by the memories of the past, demand that the Southern States should now resume their delegated powers, maintain the rights, interests and honor of their citizens, and vindicate their own sovereignty. And she most earnestly, but respectfully, invites her sister sovereign State, Kentucky, who so gallantly vindicated the sovereignty of the States in 1798, to the consideration of these grave and vital questions, hoping she may concur with the State of Alabama in the conclusions to which she has been driven by the impending dangers that now surround the Southern States...

...Permit me, in conclusion, on behalf of the State of Alabama, to express my high gratification, at the cordial manner in which I have been received, as her Commissioner, by the authorities of the State of Kentucky, as well as the profound personal gratification which, as a son of Kentucky, born and reared within her borders, I feel, at the manner in which I, as the Commissioner from the State of my adoption, have been received and treated by the authorities of the State of my birth. Please accept assurances of the high consideration and esteem of,

Your obedient servant, &c.,

S.F. HALE,

Commissioner from the State of Alabama.

Source Citation: Stephen F. Hale to Beriah Magoffin, December 27, 1860, reproduced in full in Charles B. Dew, *Apostles of Disunion: Southern Secession Commissioners and the Cause of the Civil War*. Charlottesville, VA: University Press of Virginia, 2001), 91-103.



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SOAPstone Document Analysis Worksheet

Name(s) _____

Speaker <ul style="list-style-type: none">• Who is the Speaker?• What role does he or she play in an historic event?	
Occasion <ul style="list-style-type: none">• What is the time and place?• What is the context that prompted the writing?	
Audience <ul style="list-style-type: none">• Who is the audience for this document?• Why might they be interested in its message?	
Purpose <ul style="list-style-type: none">• What is the purpose of the document?• Why was it written?	
Subject <ul style="list-style-type: none">• What is the general topic, content, or idea contained in the text?	
-Tone <ul style="list-style-type: none">• What is the attitude expressed by the speaker?• Examine the choice of words, emotions expressed and imagery used.	